DOCUMENT RESUME

ED 202 235 FL 012 314

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TITLE Integrated French and Spanish Curricula: Language Planning, Communicative, Linguistic and Cultural Interactions.
INSTITUTION New York State Association of Foreign Language Teachers.
PUB DATE 80
NOTE 51p.
LANGUAGE English; French; Spanish

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Communicative Competence (Languages); *Cultural Awareness; *Curriculum Development; *French; Language Styles; *Notional Functional Syllabi; Secondary Education; *Second Language Instruction; *Spanish; Speech Communication; Teaching Methods

ABSTRACT

Two guides are presented to assist in organization of a thematic approach to instruction in French and Spanish that is helpful in integrating language and culture. Each booklet contains the following elements: (1) a general introduction to the factors that must be present in the teaching situation for real communication to take place, and to communicative functions, situations, and cultural insights; (2) an outline of an integrated French or Spanish curriculum according to themes, possible functional grammatical structures, possible cultural points, and natural interactional use of the language; (3) a discussion of teaching for communication including examples of speech acts, language registers, and a brief consideration of the difference between focus on content and focus on method; (4) a listing of language functions and formulae in the foreign language; and (5) rhetorical strategies in French or Spanish used in functional language. A list of the teachers who participated in the graduate courses and in the groundwork for the two booklets is provided. (AMH)

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ED202235

INTEGRATED FRENCH AND SPANISH CURRICULA: LANGUAGE PLANNING, COMMUNICATIVE, LINGUISTIC AND CULTURAL INTERACTIONS

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State University of New York at Buffalo

Reports from the Committee on Projects and Research of the New York State Association of Foreign Language Teachers

FL 012 314

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AN INTEGRATED SPANISH CURRICULUM: LANGUAGE PLANNING, COMMUNICATIVE, LINGUISTIC AND CULTURAL INTERACTIONS

ANTHONY PAPALIA

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A REPORT FROM THE COMMITTEE ON PROJECTS AND RESEARCH

OF THE NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

1981

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LANGUAGE PLANNING: COMMUNICATIVE, LINGUISTIC

AND CULTURAL INTERACTIONS

A problem facing teachers is how to cover the material they are supposed to cover within the time allotted and still in a manner that is meaningful to their students and in keeping with their styles of learning. When the teacher is pressed for time, information may be presented in a manner that leads students to question the relationship between school and the outside world. There is more motivation and more learning when studies are seen by the learner to be relevant to personal needs.

Language teachers support the view that activities in the language classroom should be aimed at developing a living language and should be used for communication purposes. In addition, they should be of interest to students and should make them want to communicate.

However, in order for real communication to take place, teachers should:

- provide a meaningful context in the classroom which involves students' feelings and concerns.
- allow students to learn the words for the things they want to learn, rather than insisting on teaching structure before vocabulary.
- allow students to respond to certain stimuli without immediately correcting their errors. Let us remember that "error" comes from the Latin word "errare" meaning "to wander".
- cooperate with students to create classroom situations in which there is opportunity for self-expression and where language becomes the tool of communication.
- evaluate how successfully the student engaged in the transaction

and not only how well he applied certain structures.

In promoting this interaction, teachers are to develop a curriculum which implements what people want to do through language and amalgamates the communicative functions of speech, syntax and culture. The communicative functions depend on the situations in which the student may use the language and the topics to talk about. However, to be successful a student must control the grammatical structures and be aware of cultural similarities, dissimilarities. Topics, structures, culture, and function of the language are at the core of communicative activities. Therefore, there should be a reorganization of curricula which incorporates these elements into one single unit and students are guided to produce original dialogues. They should be able to use language in situations in which they

- greet people
- seek information
- express regret
- give thanks
- express joy
- express curiosity
- get someone's attention
- are positive or negative about something or someone
- warn others
- offer to do something
- make requests
- are concerned about something or someone
- pay a compliment
- ask a favor
- express their physical needs
- express anger
- express agreement or disagreement
- deny something
- express hope, fear
- give approval, disapproval
- inquire about something

In addition, they should be able to talk about topics which deal with our public and private lives and be aware of culture insights. In bringing

about a plan which would accommodate these variables twenty four teachers of modern languages who participated in a graduate course in foreign language curricula at the University of Buffalo analyzed American curricular guides for the teaching of Modern Languages and European functional and notional syllabi. Then, they assisted in identifying some themes of interest to secondary school students, some functional - grammatical structures, cultural insights and function of the language which could be taught with each theme. Their suggestions assisted in the organization of a thematic approach which is helpful in integrating language and culture. The structures, functions, topics, and cultural insights which they identified are shared with you, however, it is suggested that teachers of each school system identify what and how to teach in the language offered in their school district. Thus, they improve articulation and develop a curriculum which is tailored to their students.

AN INTEGRATED SPANISH CURRICULUM

Themes	Possible functional grammatical structures	Possible cultural points	Natural interactional use of language
Greetings	Present tense of estar; tú vs. Usted other____	gestures; polite & familiar forms; respect for elders	Greet people Give thanks Seek information Give information other ____
Personal Qualities	Adjective/ Noun agreement; gender; adjective position other____	How a person responds to a compliment; school, family church, clubs, army; honesty; qualities considered important, desirable, why?	Seek information Express curiosity Give information Be positive Pay a compliment other____
The Classroom	¿Dónde está?; ser and estar; ¿Qué es? other____	When do children go to school; ages; how much schooling; technical vs. non-technical; status of education; school, university, kindergarten; grading system; school year; courses	Express curiosity Seek information Give information other____
Numbers and Time	Es la, son las, a la, a las; addition, subtraction, cuánto, cuánta; ¿A cuántos estamos? ser vs. estar; limiting adj. position; expressions: en punto, por la mañana, por la tarde, por la noche. ir; plural of nouns	How people respond to time (deadlines); when people work, relax; what is late?; what is acceptable?; is time, punctuality important, desirable? why?	Seek information Ask the time Give information other____
Days of the Week	¿Qué día es hoy? el, los; use of el & los with days of the week other____	School, church, community 8 days = 1 week; 15 days = 2 weeks; 1st day of week-Monday; calendars; what is done on Sunday? why?; religious beliefs.	Ask the date Seek information Give information other____
School	Present tense of -ar verbs: ie. estudiar, practicar other____	Spanish system of education differnece between elementary school, bachillerato, colegio universidad; who goes, who pays, teacher requirements how can you pass;what to wear what is studied; how long; when in session?	Express curiosity Seek information Pay a compliment Give information other____

Themes	Possible functional grammatical structures	Possible cultural points	Natural interactional use of language
Numbers and Telephones	¿Cuál es...? other____	Who has a phone?;social group, stratification;how to make long distance calls phone books;phone numbers; what you say; difference in ways of addressing; polite	Greet people Seek information Give information Ask a favor Give thanks other____
Nationalities	¿De dónde es?; verb ser adjectives of nationality other____	All nationalities which speak Spanish; patriotism; view of other countries people	Seek information Give information Be concerned Be positive other____
Family	Verb tener other____	Family relations, size; respect for age; Spanish system of names; kinship; traditions; heritage; love; nuclear vs. extended; family closeness; roles; who is head of family?	Seek information Give information Be positive Express curiosity other____
House, Rooms Some furniture	Prepositions; position of prepositions: en, al lado de, a la derecha, vivir; address; directions delante de; detras de; other____	How houses are constructed; Spanish-type house; neighborhood; community; house designs materials, why?	Seek information Give information Be positive Pay a compliment other____
Places (Downtown)	Prepositions: a la, al, a las..., verb ir; future with ir; contractions with a other____	Where people go for entertainment; Spanish-type town; Hispanic arrangement of living space; recreational activities; plaza mayor concept; downtoun; stores; bank; movies etc.	Greet people Express needs Give thanks Be positive other____
Fruits	Gustar; colors; comparison of adjectives other____	Climate and influences on fruits; desserts; how to eat a piece of fruit in Spain	Express physical needs Seek information Give information other____
Setting the Table	Verb poner other____	Which hand utensils are held?	Seek information Give information Express needs other____

Themes	Possible functional grammactical structures	Possible cultural points	Natural interactional use of language
Foods and Vebetables	Verbs gustar, comer; gustar vs. no gustar; other ____	Kinds of food available; Menus; types of Spanish meals; times of meals; types of Spanish markets; merienda; cafe-types; churros; tapas; types of foods; eating customs; why is lunch main meal?; siesta; table manners	Seek information Give information Express needs Give thanks other____
Seasons	Verb hacer; weather expressions; expressions using tener; idioms; interjections; verbs; tener; other____	Seasons; kinds of weather; "seasons" in different Hispanic countries; north or south latityde differences	Seek information Give information Express needs Express joy other____
Transportation	Use of por for transportation; verb viajar other____	Historical sites; history of Hispanic countries; how people travel; vacations; status involved with trans.; the bus & train in Spanish-speaking nations; community; work; school; shopping; metro; mini-bus; renfe;	Seek information Give information Solve problems other____
Sports	Sports vocab; verb jugar; gustar & infinitive; interrogative form; other____	What sports are popular; Spanish sports: soccer & La corrida; fútbol vs. fútbol americano	Seek information Give information Get someone's attention other____
Clothes	Reflexive verbs; clothing vocabulary; gustar; indef. art.; the plural; adjectives; verbs llevar; quitarse other____	What is worn; influence of weather on clothing Spanish vs. American styles of clothing; size differneces; styles; traditional; folklore; Amer. influence	Seek information Give information Express needs Pay a compliment other____
Parts of the Body	Reflexive verbs; use of definite article with parts of the body other____	Kinesics- come here, goodbye, look	Seek information Give information Be concerned Express needs other____

Themes	Possible functional grammactical structures	Possible cultural points	Natural interactional use of language
Children/ Recreation	Interjections; nouns, verbs; adjectives, adverbs other____	Children's responsibilities types of recreation	Express joy Be positive Express needs Entertain others Get someone's attention Talk your way out of trouble other____
Courtship	Ir; gustar; progressive tenses; salir; other____	Dating customs; What age does dating start?; chaperone; marriage; family; where do you go on a date?	Express joy Get someone's attention Pay a compliment Be positive Hide your intentio Talk your way out of trouble other____
Occupations	Omission of article with professions, ie. Es profesor; ser; ser vs. estar; other____	Most common occupations work hours; wages; prestige duel role of education	Seek information give information Be concerned Express curiosity other____
Weddings	Casarse other____	Size of weddings; clothing receptions; religious vs. civil seremony; luna de miel; age at marriage	Seek information Give information Pay a compliment Express joy Greet people Be positive other____
Possessions	Tener; demonstratives; possessives other____	Social classes; types of possessions; family; importance of personal possessions; wages; cost of living	Seek information Give information Express needs other____
Entertainment	Gustar; ir; venir; llegar; volver; other____	Where people go; when; who goes; sports; la corrida;	Entertain others Express agreement Express needs other____

Themes	Possible functional grammactical structures	Possible cultural points	Natural interactional use of language
Institutions	Ir a...(la escuela); ser elegido; ser nombrado; other____	What religions are practiced degree; government structure who heads each?; prestige; public; private; religious; civic; military; charity	Seek information Give information Be concerned Discuss ideas other____
Holidays	Ir de vacaciones other____	Leisure; patriotism; schools correo metro; quinceañera; birthdays; navidad; día de los difuntos; music; how are they celebrated?	Entertain others Express joy Seek information Give information other____
Public Services	Tomar el tren; el avion; other____	What is provided to the people by the gov't. stamps; coins; metro trip; correo	Express needs Seek information Give information Give thanks other____
Rites of Passage	Morir other____	Period of mourning; día de los difuntos; role of religion	Be concerned Seek information Give information other____

Teaching for Communication

The natural interactional use of a language depends on the purpose of its usage, the situation, and to whom it is directed. The situation will reflect the purpose intended. Language can be used for the purposes of: information, socialization, consultation, instruction and to give directions.

Examples of Speech Acts

Information/Instruction	Socializations	Consultation
-Seek information	-Greet people	-Be positive/negative
-Give information	-Give thanks	-Express agreement
-Express curiosity	-Get someone's attention	-Give approval
-Solve problems	-Talk your way out of trouble	-Give advice
-Ask the time	-Discuss ideas	-Warn others
-Ask the date	-Entertain others	-Direct others
-Inquire about something	-Accept/decline an offer	-Give permission
-Discuss ideas	-Offer to do a favor	-Express disagreement
-Direct others	-Express joy	-Give disapproval
-Make requests	-Be concerned	
-Ask a favor	-Pay a compliment	
	-Ask a favor	
	-Express needs	
	-Hide your intention	
	-Express hope	
	-Express fear	
	-Ask permission	

Naturally some of these categories will overlap due to the varied situations that can occur even within one single conversation. For

example, in an educational setting, a teacher will many times be in the position of a counselor and therefore be flexible from the instructional to the consultation purpose of his/her language.

The mood or register of the language depends on to whom one is speaking and on the situation. The different registers or moods of a language could be classified as: formal, casual, consultative or intimate. The instructional materials and the planned experiences with which the students interact should aim at developing these communicative skills. However, for some teachers, curriculum represents only the body of knowledge or content which has to be learned. For others, it is a set of processes, procedures and content which are applied to the learners to achieve certain objectives. For these educators curriculum is not only content but a way of imparting knowledge. How the language curriculum is packaged and how it is imparted influences students' motivation and learning.

By focussing on what to teach, teachers take in consideration their students' needs, interests and knowledge that have to be transmitted. By considering how to teach they consider student's abilities, learning styles, and the structure and sequencing of knowledge.

The how is often manifested in the learning activities which make the curriculum meaningful or boring, depending on its relevancy and on the interaction they may stimulate. The greater the interaction among the teacher, the learner and the curriculum, the greater the learning.

Since language is used to communicate among people, the communicative aspects of the language must be enhanced.

LANGUAGE FUNCTIONS AND FORMULAE

I. SOCIALIZING

1. formulae used when meeting and greeting people

Formal	Informal/Casual/Intimate
¿Cómo está Vd.?	¿Cómo estás?
Buenos días	¡Hola!
Buenas tardes	¿Qué tal?
Buenas noches	¿Cómo te va?
	¿Qué hay de nuevo?
	¿Qué hay?
	¿Cómo va la vida?
	¿Qué me cuentas?

formulae used when leavetaking

Adiós
Hasta luego
Hasta pronto
Hasta mañana
Nos vemos
¡Vaya con Dios!
¡Que lo pases bien!

2. ways of introducing oneself and other people to each other

Formal	Informal
Quiero presentarle a	Te presento a
Mi nombre es	
Me llamo	
Yo soy	
Permítame presentar a	
Mucho gusto	
Mucho gusto en conocerlo	
Encantado (a)	
El gusto es mío	
Es un placer	

3. ways to compliment someone or to accept compliments

¡Qué ... más bonito!	Muy amable
Gracias	Muchas gracias
Es suyo	Muchísimas gracias

4. methods of attracting attention to oneself

Formal	Informal
Perdóneme	Perdóname
¡Oiga!	¡Oye!
Con permiso	¡Ey!
Señor, Señora, Señorita	Pssst
Señores y Señoras	Escúchame

5. ways to small talk about the weather

¡Que frío hace!	Hace mal tiempo
¡Que calor hace!	Hace buen tiempo
¡Que viento hace!	Llueve
¿Cree Vd. que va a	Nieva
Hace ....¿verdad?	¿Qué tiempo hace?

II. SHOWING EMOTION

1. expressing gratitude

Formal	Informal
Se lo agradezco	Te lo agradezco
Dios se lo pague	Gracias
Le quedo muy agradecido	Muchas gracias
Usted es muy amable	Muchísimas gracias
Muy agradecido	

2. expressing pleasure and liking, displeasure and disliking

Me gusta	No me gusta
Me encanta	Me cae mal
Me fascina	Odio
Me agrada	¡Que feo!
¡Que bien!	Me disgusta
¡Que bueno!	
Me alegra	

3. expressing surprise, wonder, shock

Formal	Informal
¡No me diga!	¡No me digas!
No le creo	No te creo
¡Increíble!	¡Fantástico!
¡Dios mío!	Me pregunto
¿De veras?	¿Quién lo creería?
¡Claro!	¿Qué..Qué?
¡Maravilloso!	¡Que maravilla!

4. expressing disappointment

No puede ser
De ninguna manera
¡Que desilusión!
¡Que lamentable!
¡Que desgracia!

5. expressing satisfaction, dissatisfaction

Me gusta
¡Ay, que bien!
Sí
Perfecto
Está bien
De acuerdo
Es muy...
Me quedo con él
No me gusta
En absoluto
Solo eso me faltaba
No estoy de acuerdo
Preferiría
Es demasiado..

6. expressing want, desire, intention

Quiero
Deseo
Pienso
Me apetece
Quisiera
Me gustaría
Tengo ganas

III. JUDGING

1. apologizing

Formal	Informal
Perdóneme	Perdóname
Dispénseme	Dispénsame
Discúlpeme	Discúlpame
Perdone la molestia	Perdona la molestia

Lo siento
Lamento

2. expressing or inquiring whether one is obliged to do something

¿Tengo qué?
¿Debo?
¿Es necesario?
¿Sería mejor que yo?
¿Hay que?

3. expressing appreciation

Está bien
Está muy bien
Bien hecho
Me gusta

IV. GETTING THINGS DONE

1. suggesting a course of action

Vamos a
Podemos
¿Por qué no hacemos?
Hagamos

2. persuading someone to do something

Recomiendo
Sugiero
Quiero que
Aconsejo

3. requesting someone to perform a service

Formal	Informal
Hagame el favor de	Hazme el favor de
Quiere hacerme el favor de	Quieres hacerme el favor de
Si fuera Vd. tan amable	¿Podrías?
Tiene la bondad de	
¿Podría Vd.?	
Por favor	
Sería tan amable de	

V. GETTING THE FACTS

1. identifying

¿Qué es?	Nosotros somos
Esto es	Vosotros sois
Yo soy	Ellos son
Tú eres	

2. asking

¿A dónde?	¿Por qué?
¿Dónde?	¿Cómo?
¿Cuándo?	¿Cuál?
¿Qué?	¿De qué color?
¿Quién?	

3. reporting, describing, narrating, explaining

Dice que	Cuenta que
Se dice	Explica
Describe	Segun informes

VI. RESPONDING TO THE FACTS

1. seeking and giving permission

¿Me permite?	Como no
¿Puedo?	Por supuesto
¿Le importa si?	Claro
¿Sería posible que?	Está bien
	Si, puede

2. making comparisons

...es más...que (de)
...es menos...que (de)
...es tan...que (de)

3. accepting or declining an offer or an invitation

Con mucho gusto	Siento que no
Me alegraría	Es imposible
Sería un placer	

4. expressing or inquiring about the possibility of something

Quizás
Tal vez
Es posible que
¿Sería posible?

5. expressing capability or incapability

Puedo	No puedo
Soy capaz	No soy capaz

6. offering to do something

Formal	Informal
¿Le puedo ayudar?	¿Te puedo ayudar?
¿Le puedo servir?	¿Te puedo servir?
A su servicio	
Mande	
¿En que puedo servirle?	

7. expressing or inquiring about certainty

Ciertamente	¿Es cierto?
Sin duda	¿Es verdad?
Es cierto	¿Seguro que?
Es verdad	
No tengo la menor duda	
Indudablemente	
Así es	
Estoy seguro	

FUNCTIONAL LANGUAGE
RHETORICAL STRATEGIES
SPANISH

I. Openers

1. Attention-getter (interrupting to get the floor)

Me permite
Atiendan, por favor
Oiga
Perdóneme
Señor/Señora
Oye
Mire
Un momento, por favor
Levantar la mano

2. Casual Opening

Hola
¿Qué tal?
¿Cómo le fue?
A propósito
Pues

3. Personal stand

Creo que
En mi opinión
Me parece
Pienso que
Me imagino que
Estoy seguro
Opino que
Tengo entendido

4. Focusing on the main point

Escuche
Mire(a)
Fíjate
Fíjese
Como hemos dicho
Como decía
Déjame repetir

5. Redirecting topic

Del otro modo
Por otro lado
De tal modo
De esta manera

II. Keeping the Floor

1. Adding an argument

Además
También
Sin embargo
No olvide

2. Paraphrasing oneself

En otras palabras — Como te había dicho
Quiero decir — Déjame explicar
De todos modos

3. Expanding a statement

Y — Por ejemplo
También — Tampoco
Además

4. Giving examples

Por ejemplo — Dado el caso
Es así — Vamos a decir
En este caso — Es decir
Supongamos

III. Piggy-backing off Partner's Argument (Linking)

1. Questioning

¿Es cierto? — ¿Puede Ud. repetir?
¿Quieres decir?

2. Re-stating

Es decir — Visto desde otro punto de vista
Dicho de otra manera — Como he dicho antes
Significa que — Volviendo al punto tratado
En otras palabras

3. Piggy-backing

Además — Más que eso
Quiero añadir — ¿Qué le parece?

4. Counter-argument

No, porque — De ninguna manera
Tú olvidas — No es cierto
Al contrario

IV. Reactive Listening

1. Assent

Comprendo — Es verdad
Absolutamente — Entiendo
Bien — De acuerdo
Desde luego — Seguro
Sí — Claro

2. Giving-in

Está bien — De acuerdo

Sí
Lo que tú digas

Como quiera Ud.
Bueno

3. Dissent (mild)

No
Tú no sabes
De ninguna manera

Pues
No lo sé

4. Disbelief

No lo creo
¿Quien lo creería?

De veras
Caramba

5. Non-committal

No importa
No sé

Me da igual
Ya veremos

6. Fighting back

Tú no sabes todo
La verdad es

A mí no me importa
No estoy de acuerdo

Participating Teachers

Special thanks are given to the following teachers who participated in graduate courses in foreign language curricula and assisted in the identification of themes, functions, notions and cultural topics.

Mahmoud Arani
Carmela Ardito
Vicki Arnold
Juana Barberi
Frances Berdahl
Victoria Botek
Mary Bukowski
Beverly Burdick
Amy Bushberg
Nancy Cich
Carolann Clemente
Kim Clemons
Michelle Cotnoir
Bruce Dauria
Andrea De Capua
Evangelina Diaz
Dawn Doerflein
Cheryl Farolino
Laura Fendt
Lucia Fronczak
Jeanne Gang
Janice Gburek
Patricia Hall
Jose Hernandez
Lorraine Kangas
Donna Keem
Joseph Konwicki
Diana Kordas
Sylvia Lane
Marigrace La Spisa
Larry Lomaglio
Ann Looney
Anita Low
Arlene Masso
Mary McClintock
Jacqueline Milligan
Eleanor Moon
Tova Moonay
Deborah Morris
Sara Nehra
Yael Paley
Christine Pifer
Francis Pimental
Maria Riggie
Lee Rigolet
Joanne Samuelson
Angiolina Santangelo
Marianne Santillo
Ana Sardi
Audrey Schading
Mary Stock
Filipe Temoche
Eve Toth
Margaret Tuminno
Cherrie Wanat
Susan Wandyez
Karen Wasiecko
Jo Ann Wiatrowski
Carol Wirth
Mary Zaske
Patrick Zengierski

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A Report from the Committee on Projects and Research
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- allow students to learn the words for the things they want to learn, rather than insisting on teaching structure before vocabulary.
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- inquire about something

In addition, they should be able to talk about topics which deal with our public and private lives and be aware of culture insights. In bringing

about a plan which would accommodate these variables twenty four teachers of modern languages who participated in a graduate course in foreign language curricula at the University of Buffalo analyzed American curricular guides for the teaching of Modern Languages and European functional and notional syllabi. Then, they assisted in identifying some themes of interest to secondary school students, some functional - grammatical structures, cultural insights and function of the language which could be taught with each theme. Their suggestions assisted in the organization of a thematic approach which is helpful in integrating language and culture. The structures, functions, topics, and cultural insights which they identified are shared with you, however, it is suggested that teachers of each school system identify <u>what</u> and <u>how</u> to teach in the language offered in their school district. Thus, they improve articulation and develop a curriculum which is tailored to their students.

AN INTEGRATED FRENCH CURRICULUM

Themes	Possible functional grammatical structures	Possible cultural points	Natural Interactional use of language
Greetings	Verb aller (pres. ind.) Question formation; inversion; personal pronouns; negation; use of verb aller such as in Bonjour, comment allez-vous?, Bonjour, comment vas-tu?; use of the subject pronouns vous and tu. other____	Use of vous and tu; difference between comment allez-vous? and ça va?; customs (shaking hands or kissing)accompanying greetings; physical-removing hat, handshake, kissing on both cheeks; French very seldom use first names in greetings.	Greet people Give thanks Seek information Give information other____
Personal Qualities	Verb être (pres. ind.); questions word order; est-ce que; agreement of adjectives; common adjectives that preceed substantive; irregular forms of some adjectives; descriptive adjectives; use of familiar and formal means of addressing each other. other	In the target culture strangers use formal forms, friends and peers use familiar forms.	Seek information Express curiosity Give information Be positive Pay a compliment other____
The Classroom	Name things around the room; definite/indefinite articles; Il y a; avoir; descriptive adjectives (grande classe/petite classe); use of the following expressions: Qu'est-ce que c'est? Montrez-moi un crayon. Voici un crayon. or Voilà un crayon. Où est...? J'ai une règle. other____	The various names of schools; set up of French classroom; how this reflects the student/teacher relationship; what French children take to school;	Express curiosity Seek information Give information other____
Numbers and Time	Expressions: Quelle heure est-il? Il est ____.; demi(e), quart,...; telling time; numbers; adding and subtracting; years; Il y a with time expression other____	Special way of stating time; difference between temps and heure; measurements- metric; use of 24 hr. system school times; play times; different setup of mathematical operations.	Seek information Ask the time Give information other____

Themes	Possible functional grammatical structures	Possible cultural points	Natural interactional use of language
Days of the Week	Form- nous sommes lundi.; question formation: n'est-ce pas? other____	huit jours, quinze jours; first day of the week- lundi; week-day activities vs. week-end activities in France; date is set up as follows: day-month-year.	Ask the date Seek information Give information other____
School	Names of different areas of study; present tense of -er verbs (ie. étudier) other____	School schedule in France; how long children attend; What kind of system they have; grades/ stages of study in France; students wear uniforms; children carry a satchel.	Express curiosity Seek information Pay a compliment Give information Be concerned other____
Numbers and Telephones	How to say telephone numbers; dates; ordinal numbers; vocabulary dealing with telephones. other____	Telephone ritualized speech in French; Telephone communications in French; Connection of telephone & post office; how to answer phone; in a public telephone, after your call has been answered you must push a red button in order to be heard; important dates in France.	Greet people Seek information Give information Ask a favor Give thanks other____
Nationalities	Names of different nationalities; agreement of adjectives; name of countries, learning which are masculine & feminine; use of verb être; adjective agreement exercises; il est vs. c'est. other____	French attitudes towards foreigners; when to capitalize.	Seek information Give information Be concerned Be positive other____
Family	Use of the verb avoir as follows: Avez-vous un frère? Oui, j'ai un frère. other____	Family life in France Family relationships and activities in France.	Seek information Give information Be positive Express curiosity other

Themes	Possible functional grammatical structures	Possible cultural points	Natural Interactional use of language
House, Rooms Some furniture	Use of some prepositions- chez, à, dedans; verbs aller, entrer. other____	Where and how people commonly live in France; French house vs. American house; greater frequency of apartment living & its effect on family life.	Seek information Give information Be positive Pay a compliment other____
Places (Downtown)	Action verbs- Je fais les achats, les courses, mes emplettes; how to express to drive, to run, to ride, to fly; ie. J'y vais en auto, en taxi, en avion,. Je prends l'auto, le train, descendre & monter. other____	How one goes about shopping in France; the specialty shops; the marché; Important buildings one finds in a French city- l'Hôtel de ville, l'hôpital mairie; how to use the métro, les autobus.	Greet people Express needs Give thanks Be positive other____
Fruits	Partitive article other____	Fruits available in France; when available role they play in a French meal.	Express physical needs; Seek information Give information other____
Setting the Table	mettre (mettre le couvert) other____	Table setting for a French family; contrast with American; Differnt use of utensils; fork always on the left, knife on the right; no water glass is on table but wine glass always present.	Seek information Give information Express needs other____
Foods and Vegetables	prendre, se servir de, dîner, déjeuner, preparer, cuisiner, faire la cuisine, faire frire, faire bouiller...; use of the partitive. other____	time of day for meals customs surrounding the meals; meal sequence, places, restaurants; breakfast is a light meal consisting of coffee and a cookie; lunch is a big meal- meat, potatoes vegetable, dessert & coffee. Generally dinner is a lighter meal.	Seek information Give information Express needs Give thanks other____

Themes	Possible functional grammatical structures	Possible cultural Points	Natural interactional use of language
Seasons	Expressions with faire; neiger, pleuvoir; to be warm, to be cold. other____	Weather conditions in France during the various seasons; celsius thermometer; how weather patterns affect activities.	Seek information Give information Express needs Express joy other____
Transportation	Use of the verb prendre with name of a vehicle; preposition en; verbs descendre & monter. other____	cars are very common but train is used very often for commuting, then buses, trolley; use of public transportation, trains, cars, traffic.	Seek information Give information Solve problems other____
Sports	Expressions assister à, jouer à, jouer de other____	What sports are popular in France; competive sports in France; soccer is most popular sport, second is bicycling with long cross country races.	Seek information Give information Get someone's attention other____
Clothes	Verbs porter, changer, faire le linge; s'habiller. other____	Styles of clothing; people are more conscious of the way they dress. Many famous designers have their dress shops in France; Men are much more formal in attire than their American counterpart.	Seek information Give information Express needs Pay a compliment other____
Parts of the Body	Sickness- J'ai mal aux jambes; Ça me fait mal à la tête; reflexive verbs use of definite article rather than possessive adj.; se laver; se raser; se peigner... other	Superiority of the head.	Seek information Give information Be concerned Express needs other____

Themes	Possible functional grammatical structures	Possible cultural points	Natural interactional use of language
Children/ Recreation	Use of verb jouer& name of the game; reflexive verbs other____	Play games such as 7-up, jump rope, hide & seek; few TV programs are shown during the day-- mostly instructional entertainment is at night, if a program is for adults only a little red light will appear on the lower right corner of the screen to warn parents; contrast childhood activities in France and US.	Express joy Be positive Express needs Entertain others Get someone's attention Talk your way out of trouble other____
Courtship	Future proche: ie. Je vais voir un film, je vais sortir avec lui; Je l'aime depuis longtemps; use of expressions such as: Je suis fiancé. Il me fait la court. other____	Dating customs	Express joy Get someone's attention Pay a compliment Be positive Hide your intentio Talk your way out of trouble other____
Weddings	Je me marie avec quelqu'un. reflexive verbs other____	The marriage ceremony; contrast ceremonies	Seek information Give information Pay a compliment Express joy Greet people Be positive other____
Occupations	Use of the verb suivre & profession. Je suis une profession. vs. Je fais un metier; être & profession; omission of article other____	For a profession one must attend the university. For a trade one must follow an apprenticeship in addition to school; states of various occupations; becoming a member of a profession what is involved in the practice of every profession.	Seek information Give information Be concerned Express curiosity other____

Themes	Possible functional grammatical structures	Possible cultural points	Natural interactional use of language
Possessions	Verbs avoir, vouloir; possessive adjectives & pronouns; être à & pronoun; faire parti de; appartenir à; to buy, to sell other____	The French dream is to own an appartment or a house and a car	Seek information Give information Express needs other____
Entertainment	aller à; aller en; faire, aimer; préférir; use of aller & expression of entertainment other ____	Activities in France vs. America; the average French person works with one goal in mind: summer vacation. They love going to the movies and dancing.	Entertain others Express agreement Express needs other____
Institutions	Être élu (être & past part.) être nominé; passive voice other____	Forms of gov't representation, pol. parties elections	Seek information Give information Be concerned Discuss ideas other____
Holidays	Verb prendre; faire de vacances other____	Holiday customs; which holidays are celebrated; month of August off; Mondays shops closed.	Entertain others Express joy Seek information Give information other____
Public Services	Être en grève; faire la grève; être gréviste;	Nationalization of public services; in public gardens no vehicles are allowed; there is a basin for children to sail their boats.	Express needs Seek information Give information Give thanks other____
Rites of Passage	On fait les funérailles; Je suis en deuil. other____	Close relatives dress in black for at least 3 months. After that add some white touches Back to normal colors within one year.	Be concerned Seek information Give information other ____

Teaching for Communication

The natural interactional use of a language depends on the purpose of its usage, the situation, and to whom it is directed. The situation will reflect the purpose intended. Language can be used for the purposes of: information, socialization, consultation, instruction and to give directions.

Examples of Speech Acts

Information/Instruction	Socializations	Consultation
-Seek information	-Greet people	-Be positive/negative
-Give information	-Give thanks	-Express agreement
-Express curiosity	-Get someone's attention	-Give approval
-Solve problems	-Talk your way out of trouble	-Give advice
-Ask the time	-Discuss ideas	-Warn others
-Ask the date	-Entertain others	-Direct others
-Inquire about something	-Accept/decline an offer	-Give permission
-Discuss ideas	-Offer to do a favor	-Express disagreement
-Direct others	-Express joy	-Give disapproval
-Make requests	-Be concerned	
-Ask a favor	-Pay a compliment	
	-Ask a favor	
	-Express needs	
	-Hide your intention	
	-Express hope	
	-Express fear	
	-Ask permission	

Naturally some of these categories will overlap due to the varied situations that can occur even within one single conversation. For

example, in an educational setting, a teacher will many times be in the position of a counselor and therefore be flexible from the instructional to the consultation purpose of his/her language.

The mood or register of the language depends on to whom one is speaking and on the situation. The different registers or moods of a language could be classified as: formal, casual, consultative or intimate. The instructional materials and the planned experiences with which the students interact should aim at developing these communicative skills. However, for some teachers, curriculum represents only the body of knowledge or content which has to be learned. For others, it is a set of processes, procedures and content which are applied to the learners to achieve certain objectives. For these educators curriculum is not only content but a way of imparting knowledge. How the language curriculum is packaged and how it is imparted influences students' motivation and learning.

By focussing on what to teach, teachers take in consideration their students' needs, interests and knowledge that have to be transmitted. By considering how to teach they consider student's abilities, learning styles, and the structure and sequencing of knowledge.

The how is often manifested in the learning activities which make the curriculum meaningful or boring, depending on its relevancy and on the interaction they may stimulate. The greater the interaction among the teacher, the learner and the curriculum, the greater the learning.

Since language is used to communicate among people, the communicative aspects of the language must be enhanced.

LANGUAGE FUNCTIONS AND FORMULAE

I. SOCIALIZING

1. Greeting and meeting people

-Bonjour, Bon matin, Bon soir, allô - Monsieur, Madame, Mademoiselle.
-Ça va? Comment ça va?
-Comment allez-vous? Comment vas-tu?
-Salut?
-Quelles nouvelles?
-Ça va bien? Ça va mal?

-Très bien, merci, et vous?
-Pas mal, et vous?/ et toi?

2. Leave taking

-A bientôt	Bonjour!/ Bon soir!
-A demain	Ça va! Salut!
-Au revoir	A demain, a bientôt, à tout à l'heure, à ce soir,...
	Au revoir, à lundi, à mardi, ...
	Bien à vous.
	Faire ses adieux.
	Dans l'espoir de vous voir bientôt.

3. Ways of introducing oneself and other people

-Bonjour! Je m'appelle...
-Je voudrais présenter...
-Permettez moi de vous présenter...
-Je suis heureux de faire votre connaissance
-Très heureux
-Enchanté
-(Marie) c'est...

-Comment vous appelez-vous? Comment t'appelles-tu?
-Je m'appelle.... Il s'appelle...
Elle s'appelle...
-Je vous présente...
-Je te présente
-Je suis enchanté
-Faire la connaissance de...
-C'est...

-Je voudrais te présenter
-Je voudrais vous présenter
-Permettez-moi de vous présenter
-Enchanté de faire votre connaissance.

4. Ways to compliment someone or to accept compliments

-Merci beaucoup, merci bien, merci mil fois...
-A merveille...
-Porter bien...
-Formidable!
-Cette robe vous va bien!
-Vous êtes gentil.
-Qu'il est gentil!
-Ta robe est belle!
-Tu es jolie!
-Merci.
-Cette robe vous va bien, joli, beau, parfait
-Merci, vous êtes si gentil.

5. Methods of attracting attention to oneself

-Attention
-Pardon!
-Garçon!
-Excusez-moi!
-Pardonnez-moi!
-Écoutez-moi! Regardez-moi!

6. Ways to small talk about the weather

- Quel temps fait-il?
- Quel beau temps?
- Il fait beau! Il fait chaud! Il fait du soleil!
- Il fait mauvais, n'est-ce pas?
- Comme il fait...
- Il neige, il pleut...
- Il fait du vent/froid/ si beau/ trop froid!
- Quel beau temps!
- Quel sale temps!
- Est-ce qu'il pleuvra demain?

II. SHOWING EMOTION

1. expressing gratitude

- Merci
- Remerciements
- Grace à lui
- Je vous remercie de...
- Merci beaucoup, merci bien, merci, merci mil fois...
- Grace a.... remercier de...
- Merci, vous êtes gentil

- Vous êtes très sympathique, merci...

2. Expressing pleasure and liking, displeasure and disliking

-J'aime ça!, Je préfère, Je désire, Je veux ça.
-Je fais plaisir a...
-J'ai envie de...
-Je me plais
-Ça me fait plaisir
-J'aime mieux
-Je suis content(e), triste, heureux, heureuse
-Je déteste ça! Je n'aime pas! Je ne préfère pas
-C'est terrible!, C'est mauvais!, C'est méchant!
-J'ai peur

---

3. Expressing surprise, wonder and shock

-Mon dieu! Sacre bleu! Jamais de la vie!
-Formidable! C'est fantastique! Bon! Ça alors!
-C'est choquant! Quelle....!
-Je me demande
-Je m'étonne de..
-Je suis surpris

---

4. Expressing disappointment

-A peine, C'est dommage, Tant pis,
-Ce n'est pas entendu!
-Cela ne fait rien.
-Cela m'est egal!
-C'est mauvais, c'est très chaud, froid, trop grand
-Tant bien que mal
-Je déteste ça

---

5. Expressing satisfaction, dissatisfaction

-C'est parfait, être satisfait, être content
-C'est exactement la chose!
-C'est bon! C'est formidable! Bon!
-C'est tres agréable! Oui, c'est ça!
-Je n'aime pas, ce n'est pas que je voudrais
-Je n'ai pas besoin de
-Pas de tout! C'est affreux!

---

6. Expressing want, desire, intention

-Je veux, Je voudrais, Je désire
-J'ai envie de, J'ai besoin de
-Je préfère
-Je m'intéresse à
-Je souhaite

7. Express anger

-Assez! N'importe! Jamais de la vie! Zut!
-Sacrebleu! Rien du tout!
-Je suis furieux
-Je me suis fâché, irrité,
-Je suis en colère contre

---

8. Express fear, bewilderment

-J'ai peur de
-Avoir des inquietudes
-Il y a de danger!
-De peur de
-Je crains
-Je m'inquiète
-Je ne comprends pas
-Je me demande

III. JUDGING

1. Apologizing

-Je regrette, Je m'excuse, Excusez-moi
-Pardonnez-moi, Je fais mes excuses
-Je regrette que je suis en retard

---

2. Expressing or inquiring whether one is obliged to do something

-Je dois, Il faut que je, Il est nécessaire
-Avoir de l'obligation à
-Obliger, Dans obligation de
-Est-ce que je dois? Est-il necessaire

---

3. Express indifference

-Cela m'est égal! Cela ne fait rien! N'importe!
-C'est la vie! Tant bien que mal!
-Comme ci comme ça!

---

4. Express rightness and wrongness

-Avoir raison, Avoir tort, Avoir le droit de
-Etre dans son droit
-C'est bon, bien, C'est mal
-Faire du tort à
-Faire injure à

---

5. Expressing appreciation

-Grâce à, Merci beaucoup, Merci bien
-C'est formidable! C'est bien! C'est parfait!
-Vous êtes gentil, Vous êtes très sympathique
-Bien entendu!
-Je l'aime beaucoup
-Je me rends clairement compte que

IV. GETTING THINGS DONE

1. Suggesting a course of action

-Nous form of any verb
-Nous pouvons.....

---

2. Persuading someone to do something

-Recommander quelqu'un
-Je pense qu'il est parfait pour
-Vous êtes parfait pour le travail

---

3. Directing someone to do something

-Écrivez, lisez, parlez, mangez, écoutez, apportez-moi quelque chose
-Giving various commands in Nous, Vous and tu forms of the verb
-Donnez le livre à quelqu'un, Parlez plus fort
-Demandez quelqu'un à faire quelque chose

---

4. To warn someone

-Faire attention, Faites attention
-Prenez garde!
-Faire quelque chose soigneusement, avec soin
-Ne marche pas très vite
-Faire quelque chose très lentement et pas vite
-Mangez lentement

---

5. Granting forgiveness

-Ce ne fait rien, C'est bien, Bon, d'accord
-Ne vous inquiétez pas
-N'importe

---

6. Blaming

-C'est ta faute, Tu as tort, Vous avez tort
-Tu n'as pas raison, Vous n'avez pas raison
-Je vous blame

---

7. Forbidding someone to do something

-Défendre, empécher de
-Défendre a quelqu'un de
-Défense de: fumer, parler, promener...
-Interdire de

V. GETTING THE FACTS

1. Identifying

-C'est, Il est, Elle est, Je suis
-Oui, c'est un, Il y a un
-Voici
-Voila

---

2. Asking

-Où allez-vous? Que fais-tu? Où se trouve..?
-Pourriez-vous me dire ?
-Quand revient-il? Combien coûte ça?
-Qui parle? Pourquoi? Avec qui allez-vous?
-Que faites-vous? Pourquoi allez-vous?
-A quelle heure allez-vous?

---

3. Reporting, describing, narrating, explaining

-Il a dit que, Il a vu que
-Il y avait beaucoup de
-Il faisait beau, le ciel etait bleu..
-Il y avait une fois
C'est-a-dire
-Marie dit que
-Il y a

---

4. Requesting someone to perform a service

-Pouvez-vous venir diner?
-Voulez-vous sortir avec moi?
-Je voudrais vous inviter à diner
-S'il vous plaît

VI. RESPONDING TO THE FACTS

1. Seeking and giving permission

-Est-ce que je peux? Puis-je?
-Oui, bien sûr tu peux (vous pouvez)
-Pensez-vous que je peux?
-Permittez-moi
-S.V.P.

---

2. Making comparisons

-Plus...que, moins...que
-Mieux...que, meilleur...que
-Autant de ... que

---

3. Accepting or declining an offer or an invitation

-C'est très aimable
-Je viendrai avec plaisir
-Je m'excuse, mais c'est impossible
-Merci pour la invitation, mais je ne peux pas aller
-Merci mil fois, je veux assister
-Malheureusement, je ne vuex pas assister
-Vous êtes très généreux mais je suis tres occupé(e)

---

4. Expressing or inquiring about the possibility of something

-C'est possible que
-Est-ce que c'est possible que
-Comment puis-je l'éviter, dites-moi?
-Il est probable
-Peut-être

---

5. Expressing capability or incapability

-Tu sais jouer de la guitare
-Je peux, Je ne peux pas

---

6. Offering to do something

-Est-ce que je peux vous aider?
-Voulez-vous l'assistance?
-Avez-vous des questions?
-Avez-vous besoin de?

---

7. Expressing or inquiring about certainty

-Être certain
-Être sûr de
-S'assurer de
-Bien sûr
-Certainement

FUNCTIONAL LANGUAGE
RHETORICAL STRATEGIES
FRENCH

I. Openers

1. Attention-getter (interrupting to get the floor)

Excusez-moi!
Pardonnez-moi!
Arrêtez!
Si je peux
Silence!
Attendez!
Permettez-moi!
Regardez-moi!
Ecoutez-moi!
Dites-moi!
Dites donc!
Entendez-moi!

2. Casual opening

C'est à dire que
C'est vrai, mais
A propos
Savez-vous que
Je sais que
Pensez-vous que
Salût!
Entendez-vous que
A mon avis
Croyez-vous que
Voyons
Bien

3. Personal stand

A mon avis
Je crois
Mais oui
Je pense que
Je veux dire que
A mon opinion
J'ai entendu que
Je sais que
J'ai compris que
J'ai foi en

4. Focusing on the main point

N'oubliez pas que
Pensez-vous que
Savez-vous que

En venir au fait
Souvenez que
Disons que
Comparez que
Et maintenant
C'est ça
Notez bien que
Regardez
Permettez-moi de répéter
Vous avez

5. Redirecting the topic

Notez bien
Réfléchissez un peu
Ce n'est pas la question
Comparez que
Regardez-là que
Donc, allons
D'autre part
De l'autre côté
Attendons

II. Keeping the Floor

1. Adding an argument

Mais, je veux dire que
N'oubliez pas que
Dans ce cas
Je voudrais ajouter
Ensuite
C'est à dire que
Mais, si vous avez
Peut-être tout le monde sait que
En plus
Ecoutez un peu
Alors
Voyons un peu
D'ailleurs cela

2. Paraphrasing oneself

C'est à dire
Sans doute nous savons que
C'est la même chose que
En autres mots
Voyons
Nous avons besoin de regarder
Bien sûr vous savez que
C'est évident que
Nous pouvons dire
Nous voulons dire que

3. Expanding a statement

J'ai l'intention de
Maintenant, voyons que
Donnez vos avis!
Savez-vous que
Je veux dire
Que pensez-vous?
Également
En même temps
Comparez ces exemples
Regardons que
Êtes-vous d'accord?
Croyez-vous que
Alors, nous avons
À la fois
Je voudrais élaborer sur cette phrase

4. Giving examples

Par exemple
Examinons
Un autre moyen est
Pour cette raison
Voici, nous avons
Discutons ces choses
J'ai une suggestion
C'est à dire
Voilà
Alors, je vous donne
Regardez ces exemples

III. Piggy-backing off Partner's Argument (Linking)

1. Questioning

Pourquoi pensez-vous que
C'est vrai, mais êtes-vous sûr
Pouvez-vous expliquer un peu
Expliquez, s.v.p.

Sans blague?	Je suis d'accord avec ça, mais
Vous voulez dire que	Je ne suis pas sur, donnez plus exemples

2. Re-stating

C'est à dire que	Pourtant
On peut dire que	Encore une fois
Donc nous avons	Alors, nous voulons dire que
C'est que	Maintenant nous regardons
Alors, vous avez	Cependant

3. Piggybacking

Je le crois	Aussi, je pense ça
Bon, mais je voudrais ajouter	Ah oui, je le vois
D'ailleurs	Je comprends, mais
C'est mon avis aussi	Je suis d'accord avec vous mais

4. Counter-argument

Mais, j'ai entendu que	Oui, mais n'oubliez pas que
Pas possible!	Peut-être nous pouvons exzminer que
D'autre part	Au contraire!
Vous avez raison, mais	Je demande mieux!
Etes-vous sûr que	Ces choses me répugnent

IV. Reactive Listening

1. Assent

Oui, je suis d'accord!	C'est ça!
Eh bien!	Bonne idée!
Complètement!	Sans faute!
Allez-y!	C'est bien!
Ah, mais oui!	Absolument!
Mais oui, je le vois!	Bon, alors!

2. Giving-in

Peut-être	Je peux comprendre
Oui, si vous dites ça	Je suis d'accord avec ça
C'est votre avis	Bon, allons
Oui, c'est ça	Bien sûr

3. Dissent (mild)

Je me dispute avec	Je pense que j'en ai assez
Ecoutez-moi!	Bon, mais je ne crois jamais
Je diffère avec	Absolument non
Alors, oublions ça	Tu crois
Mais regardez-là	Tu es sûr

4. Disbelief

Je ne le crois pas
C'est incroyable!
Êtes-vous sûr
Mon oeil!
Je n'ai pas foi en
Ce n'est pas à mon avis
Ce n'est pas vrai
C'est absurde

Je ne pense pas
Ce n'est pas possible!
Impossible!
C'est choquant
Cela m'étonne
Je me demande
Incroyable!
Mais, non

5. Non-committal

Cela m'est égal
Peut-être
Je peux supporter ça
Cela ne fait rien
N'importe

Comme tu veux
C'est possible
Ca ne me regarde pas
Comme ci, comme ça

6. Fighting back

Non!
Oubliez ça!
Absolument non!
J'en ai assez!
Cela me suffit!
Avez-vous fini?
Vous avez très tort

C'est ta faute!
Ce n'est pas vrai!
Si vous pense que je le crois, vous êtes
Vous ne savez rien!
Je suis en colère contre
Vous êtes fou

Participating Teachers

Special thanks are given to the following teachers who participated in graduate courses in foreign language curricula and assisted in the identification of themes, functions, notions and cultural topics.

Mahmoud Arani
Carmela Ardito
Vicki Arnold
Juana Barberi
Frances Berdahl
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Amy Bushberg
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